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BOWDOIN COLLEGE BULLETIN



CATALOGUE OF THE Summer Trimester

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The Summer Trimester

1943



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JUNE							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		

I

CALENDAR

June 19, Saturday,

Rooms in dormitories and houses ready for occupancy, 8 A.M.

June 21, Monday,

Registration begins for the Summer Trimester, Massachusetts Hall, 8 A.M.

June 22, Tuesday,

Classes of the first term begin, 8 A.M.

Opening exercises: President Kenneth C. M. Sills, Chapel,
12 o'clock noon.

June 25, Friday,

College clam-bake, Pickard Field, 6 P.M. Freshmen and new students will be the special guests.

August 6-7, Friday and Saturday,

Examinations of the first term of the Summer Trimester.

August 9, Monday,

Classes of the second term begin, 8 A.M.

Last day for the payment of bills at the Bursar's office, Massachusetts Hall.

September 24-25, Friday and Saturday,

Examinations of the second term of the Summer Trimester.

September 25, Saturday,

Special Commencement Exercises, Chapel, 12 o'clock noon.

October 4-6, Monday, Tuesday, and Wednesday,

Entrance examinations for the Autumn Trimester, Memorial Hall.

October 7, Thursday,

Classes of the Autumn Trimester begin, 8 A.M.

Opening exercises: President Kenneth C. M. Sills, Chapel,
12 o'clock noon.

BOWDOIN COLLEGE
BRUNSWICK, MAINE

OFFICE OF THE PRESIDENT

April 15, 1943.

In planning for the summer trimester for 1943 Bowdoin College desires to emphasize its belief that the flame of liberal education must be kept burning though its light be ever so flickering. To that end we are offering the usual college courses in the belief that students may wish to take such work before entering the armed services, or to supplement their training for the Army and the Navy by pursuing more courses of a liberal nature. Bowdoin is also firmly of the opinion that the more college life and work a student may get before he enters the Army or the Navy, the better it will be for him in the service and as a citizen after the war is over. We are consequently encouraging boys of seventeen or so to come to college, if they are prepared, either in June, September or January, and stay until they are called to the colors. Such students not only gain intellectually by contact with the college, but they grow in maturity also. Although for the duration the great majority of young men on our campus will be those in the uniform of the Army or the Navy, we regard as of equal importance the presence of a limited number who will maintain the continuity of the college; and to these lads as long as they are with us, even at considerable financial sacrifice, we shall devote especial attention and care.

From my experience with the college in World War I, I am convinced that men who had only one or two terms before entering the service were far more likely to return to complete their formal education after the war ended than those who had no contact with college at all. And since no one wishes again to have a "lost" generation of youth, so far as education is concerned, it is to be hoped that not only the college but parents and the public will see the advisability, if not the necessity, of sending boys to college as early as possible and for as long a period as possible if that be for only one term. Bowdoin will never give a heartier welcome to Freshmen than to those who come this June or this fall, for on them will depend in great degree the continuity of the college for many years.

Kenneth T. M. Sills



III

Foreword

“EDUCATION as usual” ended with the attack on Pearl Harbor. This Summer Session is only one of a number of tradition-breaking steps taken by the College to meet its wartime responsibilities. Early in January, 1942, the Federal Government urged all American colleges and universities to accelerate their programs so that as many students as possible might earn their degrees before entering the Armed Forces. In prompt compliance with this recommendation, the officers and faculty of Bowdoin made the plans necessary to keep the College in session throughout the year. The 1942 Commencement Exercises were held on Memorial Day, three weeks earlier than the usual date.

Bowdoin’s first Summer Session, which opened on June 22, 1942, was designed to mobilize every resource of personnel and equipment for the continuing task of training undergraduates for future national service. Divided into two continuous terms of six weeks each, the Summer Session enabled students to complete a year’s work in each of two courses, thus providing the equivalent of the work of a full semester. As a result of this intensified program, sixteen Seniors were graduated at special Commencement Exercises on September 12, 1942; eighty-one Seniors were awarded their degrees on January 25, 1943.

The lowering of the age at which men may be inducted into the Armed Forces under the Selective Service Act has brought further profound changes in the college program. In an effort to provide as much college training as possible for students before they enter the service of their country, Bowdoin admitted to full Freshman standing in January, 1943, a group of sixty-three high school Seniors who had satisfactorily completed the first half of their fourth year. Taught by the most experienced members of the faculty, these “January Freshmen” took in their stride the transition between secondary school and college; moreover, they will have completed their first year at the time they would ordinarily have begun their college course in September.

Although the division of the college year into trimesters has enabled many students to obtain their degrees in three years, only a few of the Freshmen entering this summer will be able to look forward to more than a year of uninterrupted college training. For this reason, the faculty has granted a wide freedom in the election of courses. The offerings have been designed to introduce Fresh-

men to the important fields of Economics, Government, History, Philosophy, and Psychology, and to train them in the techniques of the various sciences and in the mastery of English and foreign languages.

The grave demands of the national emergency have not been allowed to impair either the quality or the scope of instruction in the liberal arts. For one hundred and fifty years, Bowdoin has been true to the ideal of a liberal education. As never before, the College faces the responsibility of maintaining this tradition to the end that order may be brought out of chaos and that men may control their own destinies in a free world.

IV

Officers of Instruction and Government

- KENNETH CHARLES MORTON SILLS, LL.D., *President, and Winkley Professor of the Latin Language and Literature.* 85 Federal Street
- ROSCOE JAMES HAM, A.M., *George Taylor Files Professor of Modern Languages.* 3 Bath Street
- GERALD GARDNER WILDER, A.M., *Librarian.* 2 Page Street
- CHARLES THEODORE BURNETT, Ph.D., L.H.D., *Professor of Psychology.* 232 Maine Street
- FREDERIC WILLIS BROWN, Ph.D., *Longfellow Professor of Modern Languages.* 265 Maine Street
- MANTON COPELAND, Ph.D., *Professor of Biology, and Josiah Little Professor of Natural Science.* 88 Federal Street
- PAUL NIXON, L.H.D., LL.D., *Dean, and Professor of Latin.* 260 Maine Street
- WARREN BENJAMIN CATLIN, Ph.D., *Daniel B. Fayerweather Professor of Economics and Sociology.* 268 Maine Street
- ORREN CHALMER HORMELL, Ph.D., *DeAlva Stanwood Alexander Professor of Government.* 15 Potter Street
- ALFRED OTTO GROSS, Ph.D., *Professor of Biology.* 11 Boody Street
- MORTIMER PHILLIPS MASON, Ph.D., *Professor of Philosophy.* 156 Maine Street
- THOMAS MEANS, A.M., *Joseph E. Merrill Professor of the Greek Language and Literature.* 267 Maine Street
- CHARLES HAROLD LIVINGSTON, Ph.D., *Professor of Romance Languages.* 76 Federal Street
- EDWARD SANFORD HAMMOND, Ph.D., *Wing Professor of Mathematics, and Director of Admissions.* 9 Thompson Street
- STANLEY PERKINS CHASE, Ph.D., *Henry Leland Chapman Professor of English Literature.* 256A Maine Street
- HERBERT ROSS BROWN, Ph.D., *Professor of English.* 32 College Street

- ARTHUR CHEW GILLIGAN, A.M., *Professor of Romance Languages.*
7A McKeen Street
- HENRY LINCOLN JOHNSON, M.D., *College Physician.* 12 Boody Street
- STANLEY BARNEY SMITH, Ph.D., *Professor of the Classics.*
82 Federal Street
- CECIL THOMAS HOLMES, Ph.D., *Professor of Mathematics.*
60 Spring Street
- EDWARD CHASE KIRKLAND, Ph.D., *Frank Munsey Professor of History.*
15 Cleaveland Street
- ROBERT PETER TRISTRAM COFFIN, B.Litt.(Oxon.), Litt.D., *Pierce Professor of English.*
44 Harpswell Street
- FREDERIC ERLE THORNLEY TILLOTSON, *Professor of Music.*
181 Maine Street
- MORGAN BICKNELL CUSHING, A.M., *Associate Professor of Economics.*
165 Maine Street
- NATHANIEL COOPER KENDRICK, Ph.D., *Associate Professor of History.*
185 Maine Street
- HERBERT WEIDLER HARTMAN, JR., Ph.D., *Associate Professor of English.*
17 Belmont Street
- FRITZ CARL AUGUST KOELLN, Ph.D., *Associate Professor of German.*
7 Page Street
- ATHERN PARK DAGGETT, Ph.D., *Associate Professor of Government.*
6 Longfellow Avenue
- ERNST CHRISTIAN HELMREICH, Ph.D., *Associate Professor of History and Government.*
6 Boody Street
- REINHARD LUNDE KORGAN, A.M., *Associate Professor of Mathematics.*
Prince's Point Road
- WILLIAM CAMPBELL ROOT, Ph.D., *Associate Professor of Chemistry.*
226 Maine Street
- SAMUEL EDWARD KAMERLING, Ph.D., *Associate Professor of Chemistry.*
43 Harpswell Street
- MALCOLM ELMER MORRELL, B.S., *Director of Athletics.*
262 Maine Street
- KENNETH JAMES BOYER, A.B., B.L.S., *Assistant Librarian.*
16 Longfellow Avenue
- GEORGE HUNNEWELL QUINBY, A.B., *Assistant Professor of English, and Director of Dramatics.*
26 McKeen Street

PHILIP MEADER BROWN, Ph.D., *Assistant Professor of Economics.*
 3 Page Street
 MYRON ALTON JEPPESEN, Ph.D., *Assistant Professor of Physics and*
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 EATON LEITH, A.M., *Assistant Professor of Romance Languages.*
 24 Longfellow Avenue
 PHILIP CONWAY BEAM, A.B., *Assistant Professor of Art, and Director*
of the Museum of Fine Arts. Topsham
 ALBERT RUDOLPH THAYER, A.M., *Assistant Professor of English.*
 9 Lincoln Street
 SEWARD JOSEPH MARSH, A.B., *Alumni Secretary.* 234 Maine Street
 DONOVAN DEAN LANCASTER, A.B., *Manager of the Moulton Union,*
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 THOMAS AURALDO RILEY, A.M., *Instructor in German.*
 25 Boody Street
 HENRY GIFFEN RUSSELL, Ph.D., *Instructor in Biblical Literature.*
 11 Belmont Street
 MANNING AMISON SMITH, Ph.D., *Instructor in Chemistry.*
 234 Maine Street
 RICHARD LEIGH CHITTIM, A.B., *Instructor in Mathematics.*
 83 Federal Street
 WILLARD STREETER BASS, JR., A.B., *Instructor in German.*
 34 Longfellow Avenue
 DAN EDWIN CHRISTIE, Ph.D., *Instructor in Physics and Mathematics.*
 1 Page Street
 JAY HENRY KORSON, A.M., *Instructor in Economics and Sociology.*
 8 Potter Street
 RICHARD NEIL COBB, A.M., *Instructor in Mathematics.*
 60 Spring Street
 FRANK HAROLD TODD, A.M., *Instructor in Physics.* Topsham
 JOHN JOSEPH MAGEE, *Director of Track and Field Athletics.*
 23 Boody Street
 ROBERT BARTLETT MILLER, *Coach of Swimming.* Topsham
 ADAM WALSH, B.S. in M.E., *Coach of Football.* 234 Maine Street

OTHER OFFICERS

PHILIP DANA, A.M., *Treasurer.* Official Address, Brunswick

GLENN RONELLO MCINTIRE, A.B., *Bursar.* 9 Page Street

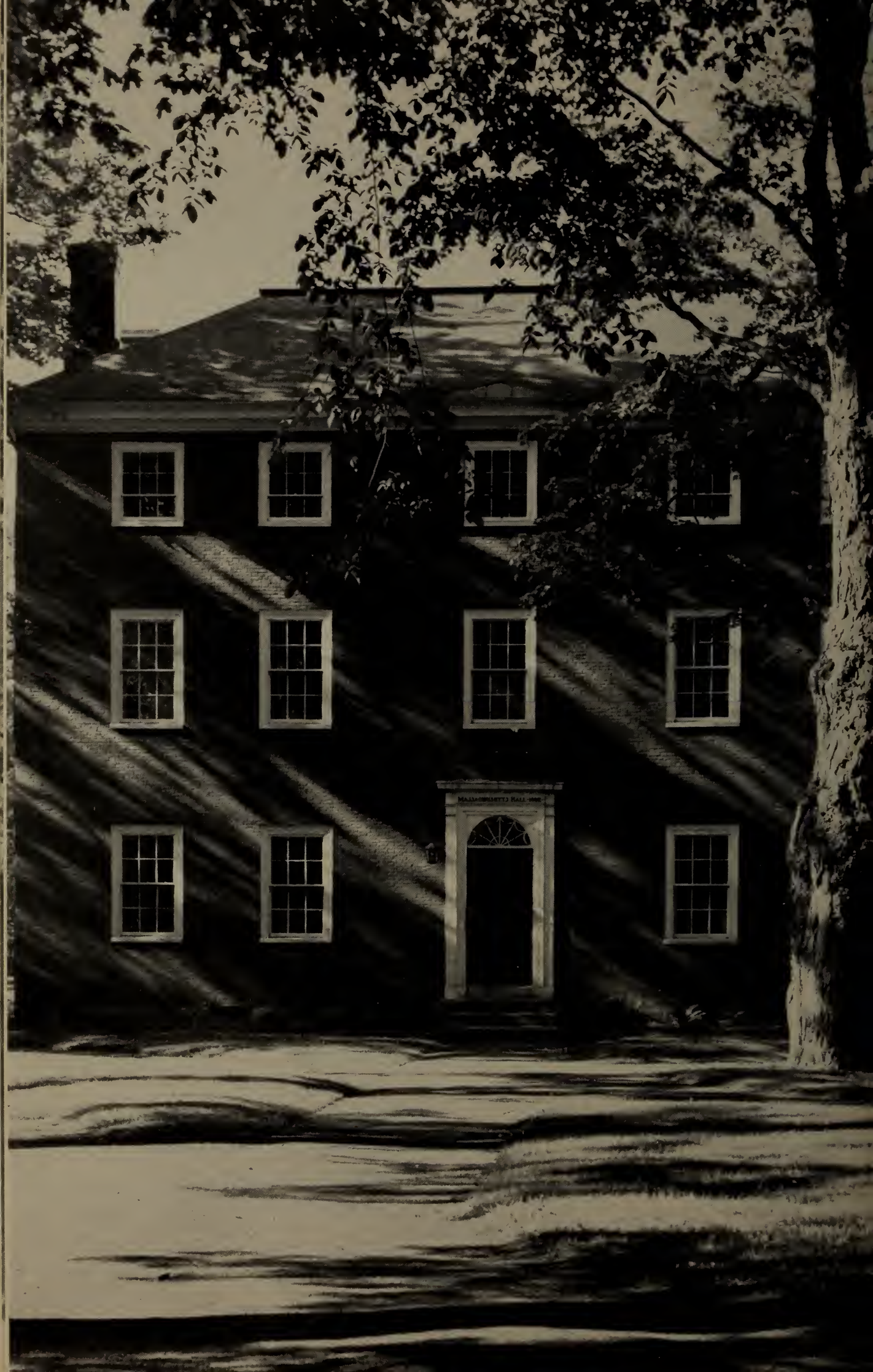
WILLIAM KELSEY HALL, A.B., *Assistant to Bursar.* 6 Whittier Street

DON THERON POTTER, B.S., *Superintendent of Grounds and Build-
ings.* 7 Whittier Street

EDITH ELLEN LYON, *Cataloguer.* 6 Dunning Street

MRS. CLARA DOWNS HAYES, *Secretary of the College.*
54 Harpswell Street





MALDEN HALL 1888

College Campus and Buildings

ALTHOUGH the wartime pattern of the Bowdoin campus is flecked with navy blue and army khaki, students who attend the Summer Session will have for their work and play the full peacetime resources of a College which is pledged to keep burning the flame of liberal education.

Of first interest to the incoming Freshman is Massachusetts Hall, Bowdoin's oldest building, which was completed in 1802. Here are housed the offices of the President, the Dean, the Director of Admissions, and the Bursar. Here the new student will register for his courses of study, pay his college bills, sign his name in the century-old register book, and receive the welcome of the President. It is in this building that he will always find the administrative officers ready to answer his questions and to give him friendly counsel about the many problems of college life.

The Chapel, whose spires have come to be a symbol of Alma Mater to thousands of Bowdoin men, will be the scene of the first meeting of all members of the College on the opening day of the Summer Trimester. Each week-day at noon, simple, brief, devotional services are led by members of the Faculty. Music for these exercises is provided by the Bowdoin Chapel Choir. In the Chapel is the organ given in 1927 by Cyrus H. K. Curtis, LL.D. For one hundred and fifty years, attendance at daily chapel has been a tradition of Bowdoin life, a tradition which has given the sons of the College many of their most cherished memories.

The work of the College has its heart and center in Hubbard Hall, the library building, which contains the accumulations of a century and a half. The nucleus of its 200,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the College. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings and drawings by old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist, Robert Feke. These and other art treasures of the College are exhibited in the Walker Art Building designed by McKim, Mead, and White, and erected in 1892-1894.

The classes of the Summer Session will be held in Memorial

Hall, Seth Adams Hall, and the Mary Frances Searles Science Building. The first of these buildings, which was built in 1868 in honor of the students and graduates who served in the Civil War, contains a large auditorium often used for public lectures, concerts, recitals, and college assemblies. In this hall are bronze tablets bearing the names of two hundred and ninety Bowdoin men who were in the Union service in 1861-1865. This number is greater, in proportion to the size of the College, than that from any other college in the country.

The Searles Science Building which stands on the western side of the quadrangle contains laboratories, museums, recitation rooms, and lecture halls. The southern wing houses the Department of Physics; the central part of the building is occupied by the Department of Biology; the northern wing is the home of the Department of Chemistry. The College maintains, except during the war, a scientific station for special laboratory and field investigations on Kent Island, at the entrance to the Bay of Fundy. This island was presented to the College in 1935 by John Sterling Rockefeller.

When the students of the Summer Session are not engaged in the library, laboratories, and recitation rooms, they will have at their disposal many admirably equipped facilities for recreation. These resources include the Moulton Union, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, and the playing fields of the College. Special provision for intra-mural sports and informal games was made in 1927 by the gift of a tract of sixty-six acres by Frederick William Pickard, LL.D. Pickard Field contains facilities for tennis, baseball, soccer, football, and other sports. The Pickard Field House, a gift from Mr. and Mrs. Pickard, stands at the entrance to the field, and contains a pleasant lounge as well as lockers and showers. Another invaluable adjunct for the health and well-being of the entire student body is the Dudley Coe Memorial Infirmary, a three-story brick building erected in 1916-1917. This building stands in the pines to the south of the Gymnasium and Swimming Pool. The facilities of the Infirmary and the services of the College Physician are available to the students without charge.

For a more formal account of the physical resources of the College, readers should consult the regular edition of the catalogue. Some hint of the vigor of the Bowdoin tradition and some suggestion of the quiet beauty of the campus may best be found in the *Bowdoin Pictorial*, an illustrated booklet issued by the College. The Director of Admissions will be happy to send a copy to any person interested in the College.



College Life

FOR the first time since 1917-1918, Bowdoin undergraduates will be outnumbered on the campus and in the classrooms by men wearing the uniforms of the Army and Navy. Although civilian students will be a minority, they will constitute an important and integral part of the College. Recognizing that their presence, even for a limited time, will maintain the continuity of the College, President Sills has promised that Bowdoin will devote to these men especial attention and care.

The most tangible evidence of this care will be found in the admirable physical equipment of the College: library, laboratories, museum, dormitories, social center, infirmary, gymnasium, swimming pool, and playing fields. Less tangible, but more important, are the spiritual and intellectual resources of Bowdoin which will continue to be dedicated, in time of war as well as in time of peace, to the ideal of a liberal education.

President Sills has pledged the College to the maintenance of this ideal even at considerable financial sacrifice. The exigencies of war will not be permitted to curtail Bowdoin's program in the humanities. Undergraduates, no matter how few in number, will be able to study languages, literature, philosophy, art, music, history, government, and economics. These subjects help to develop those qualities of poise, understanding, and imagination which are always essential for effective leadership; they provide intellectual interests varied enough to conquer many of the discouragements of military life; and, when the war is over, they will aid an intelligent participation in the work of peace and reconstruction.

LIVING AND DINING ACCOMMODATIONS: The care of the College will extend to the living and dining accommodations for the student body. Students entering Bowdoin this June as Freshmen will live and dine together in a dormitory reserved for them or in several of the chapter houses which will become a part of the dormitory system. These attractive quarters for the exclusive use of civilian students will help to encourage the generous friendships and to promote the valuable give-and-take of opinion which form so enduring an element in college life.

THE MOULTON UNION: The Union will continue to be the social center of the entire college; it provides a spacious home on the campus for all undergraduates, service men, members of the faculty, and guests. Although the meteorological unit of the Army

Air Force will be the only group to have regular meals in the Union dining room, a student canteen will be open (except at meal hours) for late breakfasts and for afternoon and evening snacks.

The hospitable Union lounge is available from 6:30 A.M. to midnight every day for leisure-time enjoyment. A generous number of newspapers and magazines are kept here for the use of the students. This room is the scene of a great variety of college gatherings: smokers, lectures, recitals, and dances. No charge of any kind is made for the use of the pool, billiard, and ping pong tables in the game rooms. The third floor contains several pleasant conference rooms for student activities. The facilities of the Union resemble those of a club in which there are daily opportunities for new students to meet and form friendships with other students, faculty members, and men in the army and navy units. The donor's wish to provide a place where the fire of friendship may be kindled and kept burning has been amply realized.

FRATERNITIES: The Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the upper-class members live "at the house," while all the members dine there. Despite the unsettling wartime conditions, each of the eleven chapters continued to occupy its own house during the last semester.

As the impact of the war began to make itself felt on the College, it became increasingly apparent that the maintenance of fraternities would become more and more difficult. The fraternities themselves at once were ready to welcome a policy which would equalize the hardship and make it possible for all the chapters to continue. As a result, a "quota system" was inaugurated whereby the number of entering Freshmen which each house might pledge was limited in such a way that each fraternity would be guaranteed an opportunity to secure a minimum membership. As the last semester advanced, several houses combined their dining accommodations. With the end of the 1943 Spring Semester the fraternities will cease to provide board and rooms for their members. The societies are thus in about the same position they occupied a half century ago. The Greek-letter fraternities, however, are too much a part of the Bowdoin tradition to die. The "quota system" is to be continued in

the Summer Trimester; each fraternity will be allowed to pledge only its proportionate share of each new group of Freshmen. In this way all the chapters should be able to maintain the continuity of membership and tradition necessary for their survival.

The survival of the fraternities is a matter of importance because, in the course of years, they have become so firmly built into the social structure of the College that it is difficult to imagine Bowdoin without them. Membership in a fraternity, or in the Thorndike Club, provides much more than an attractive eating club, agreeable companionship, occasional house-parties, and competition in interfraternity track meets. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with the other groups, coöperation with the Dean and the faculty advisor in promoting scholarship and manly conduct among the younger brothers, and comradely association with alumni in the management of chapter affairs. At Bowdoin, loyalty to a fraternity has been found in practice to be an excellent means of developing loyalty to the College itself and to the larger interests which the College serves.

Undergraduate Activities

“CAMPUS life as usual” like “education as usual” ended with the outbreak of the war. In a wartime college with its necessarily accelerated program, with its small civilian student body, and with few upper-classmen to provide counsel and leadership, it is inevitable that undergraduate activities should be curtailed. Responsible student leaders were quick to adjust their programs accordingly. Undergraduate activities, however, are a vital part of the tradition of a college of liberal arts. A modified program adapted to changed conditions, but consistent with the needs of a healthy campus life, will be maintained at Bowdoin. Students who enter the College in June will have an opportunity to take part in a varied and wholesome program.

THE ORIENT: The Bowdoin *Orient*, the college newspaper, proudly carried on through the hectic days of 1917-1918; its editors hope that it will be able to maintain its record of service during the present emergency. This Spring the *Orient* became the joint enterprise of the undergraduates and the members of the service units stationed at the College. The paper will be published at regular intervals during each term of the Summer Trimester. Opportunities for Freshmen have never been greater, and advancement on the staff will be rapid for those who possess a flair for journalism. Traditionally, Freshmen serve as “cub” reporters, but there will be opportunities for newcomers at the “news desk” and in the “press room.” Students interested in the business management of the newspaper will also find equal opportunities for work and advancement.

THE MASQUE AND GOWN: This college dramatic organization has for forty years provided undergraduates with opportunities to give practical expression to their interest in the theatre. The Summer Session of 1942 was enlivened by three admirable productions: *The Watch on the Rhine*, one of the finest of the war plays; *Meet the Wife*, a popular farce comedy; and *Shepherd of My People*, a full-length drama written by an undergraduate. Townspeople collaborated with the student members of Masque and Gown in each of these plays. The Executive Committee hopes to continue its policy of producing a play written by a student in the Summer Trimester; the Committee also hopes to use various experimental production techniques such as the “arena style” of presentation. Under the direction of an expert, the Masque and Gown offers many oppor-

tunities for those interested in play writing, scene design and construction, acting, and business management and publicity.

MUSICAL ACTIVITIES: Bowdoin is fast becoming "a singing college." This summer the musical interests will be focused in the activities of the Brunswick Choral Society, a group organized by the Director of Music for mixed, choral singing. Incoming Freshmen will be especially invited to participate in the concerts of the Society which have been tentatively planned for Sunday evenings at seven o'clock in Memorial Hall during the Summer Trimester. In addition to these programs, the College will present several informal concerts, including a piano recital by Frederic Tillotson, Professor of Music. Once a week throughout the summer, recorded music will be played on the Simpson Memorial Sound System in the lounge of the Moulton Union. Each week one of the daily chapel services will be devoted entirely to music. Membership in the Bowdoin Chapel Choir will also be open to Freshmen. Although the musical activities of the summer will be less highly organized than those of the autumn and spring, their spontaneity and informality will continue to add refreshment to the life of the community.

BOWDOIN-ON-THE-AIR: Through the facilities of Station WGAN in Portland, undergraduates will continue to present their own radio program, "Bowdoin-on-the-Air," every other Tuesday evening at eight o'clock. Faculty and undergraduates have shared the task of participating in these broadcasts which have included musical recitals, dramatic skits, panel discussions, and debates. This activity which is managed and directed by undergraduates is under the supervision of an expert teacher of public speaking with clinical training in speech methods. A recording machine will be used for auditions and training. Opportunities will be open for script writers, directors, and announcers.

VIII

Admissions

CANDIDATES for admission to Bowdoin College in the past have been expected to offer fifteen units in English, ancient and modern languages, mathematics, history, and science, with occasional credits in courses outside these categories. The formal statement of these requirements printed in the regular edition of the catalogue has not been changed, but the College recognizes fully the wartime adjustments and shifts of emphasis in the curricula of many secondary schools. In response to these changes, the College has empowered the Director of Admissions to review the background and future plans of each applicant individually, and to consider for admission candidates whose school credits may be lacking in certain units formerly required.

Any candidate whose course of study in high school or preparatory school has been such that he can pursue with profit a Freshman program at Bowdoin may be considered favorably for admission. Credits for many of the courses designed by secondary schools to prepare students for induction into the service of their country may be used toward admission to Bowdoin. Even more than the usual consideration is being given to the recommendation of the Principal or Headmaster of a candidate's school.

Although the requirements for admission are now being handled more informally than in past years, the candidate is expected to have an adequate foundation for a course of study in a college of liberal arts. Acceptable English is not only required in both oral and written college work in all courses, but is urgently demanded by those in charge of the various officer training programs conducted by the Armed Forces. Mathematics is also of prime importance in many Army and Navy programs; candidates should be adequately prepared in Algebra and Geometry. The Director of Admissions will be glad to correspond with applicants and to answer questions about courses in secondary schools and credits for admission to Bowdoin.

Election of Courses

STUDENTS entering Bowdoin as Freshmen this summer will find that, for the first time in the history of the College, no courses are positively prescribed for them, and that several courses, previously closed to Freshmen, are now open to them. These changes do not mean that the requirements for the Bowdoin degree have been changed; these requirements remain as they are set forth on pages 61-64 of the regular edition of the catalogue.

Studies during the first year at Bowdoin are ordinarily more prescribed than during any other period of the four-year course. Few of the incoming Freshmen, however, can remain here long as civilians; while they are here, the College wishes them to profit by such courses as may best meet their individual needs.

The following courses are open to Freshmen entering in June. These offerings provide fundamental, elementary instruction and establish the broad foundations requisite for later studies. Freshmen should elect *two* of these courses in the first term of the Summer Trimester, and may take *three* courses in the second term—provided they receive “C” grades or better in the work of the first term. All courses in each half of the Summer Trimester meet five times a week and carry one semester’s credit. The starred subjects are offered with the expectation that students who elect them will also elect the second half of the course.

Aeronautics 2
 *Chemistry 1, 2
 *Economics 1, 2
 *English 1, 2
 *French 1, 2
 *French 3, 4
 *German 1, 2
 *German 3, 4
 Government 1, 2
 *Greek 1, 2
 Greek 3, 4

Latin A, B
 Latin 1, 2
 Mathematics A, 1
 Mathematics 1, 2
 Navigation (Astronomy 2)
 Philosophy 1
 *Physics 1, 2
 *Psychology 1, 2
 *Spanish 1, 2
 Zoölogy 51, 54

Advice About Courses

IN the present crisis it is important for each Freshman to choose his courses with particular care after consultation with the Director of Admissions, the Dean, and other Faculty Advisors who will be available for advice on the day of registration, June 21. At these consultations, consideration should be given to the departmental offerings for the Autumn and Spring Trimesters. Announcements of these courses are printed in this bulletin under "Courses of Instruction."

The following general suggestions regarding the choice of courses in the Summer Trimester may be useful to certain groups of Freshmen:

1. Students who expect to enter Medical School should take *Chemistry* 1, 2, and *Mathematics* 1, 2 (or *Mathematics* A, 1, if they did not offer Trigonometry for admission).
2. Students physically qualified for commissions in the Armed Forces who hope to be assigned to a college or university for the Army or Navy training programs probably should not confine their selections to English, Mathematics, Physics, and Chemistry, since these subjects are likely to be a part of the officer training programs. Credit towards a Bowdoin degree may be granted for such subjects studied in these training programs. Students, therefore, should consider taking other subjects at Bowdoin in order to earn additional credit towards the degree.
3. Students who expect to enter a technical branch of the Armed Forces, or a technical industry, should take Mathematics, and either Chemistry or Physics. *The exigencies of war, however, do not demand that a student try to force himself to study the sciences when nature clearly meant him to study the humanities.*
4. Freshmen whose aptitudes and interests are not in scientific subjects, or those who are not qualified physically for commissions, but are eligible for induction into the Armed Forces, probably should elect *two* of the Freshman courses described on pages 61-62 of the regular edition of the catalogue. They should continue studying for their degrees as in normal times. This certainly should be the procedure of those who are not physically qualified for service in the Armed Forces.

All Freshmen who successfully complete the work of the Summer Trimester may take in the Autumn Trimester any five courses listed in the regular edition of the catalogue, the prerequisites of which they have met. *English* 1, 2 should be elected no later than next Autumn by all Freshmen who entered College in June. *Hygiene* is to be taken next Autumn by all Freshmen who entered in June. It is not the intention of the College to curtail its advanced courses any more than is absolutely necessary. Such courses not specifically described under "Courses of Instruction" may be arranged with instructors in the various departments; these opportunities for advanced work in special fields and topics are listed under each department and are numbered 100, 101, 102, etc. A note on these courses appears on the next page.

Note on Advanced Courses for Juniors and Seniors

FOR the small group of Juniors and Seniors who will be enrolled during these war years it is inexpedient to list the usual large number of advanced courses. The restricted offerings announced below will enable the majority of upperclassmen satisfactorily to make up their programs, but may not prove sufficient in every instance. To meet the needs of any students who would be seriously handicapped by the reduction in number of elective courses, the faculty has devised the "100 course." For instance, a Senior majoring in history might have taken both *History 11* and *History 15*, which are offered this summer, and still need an advanced course in history to complete his major requirements. Under this system, after consultation with the department and by permission of the Dean, he could elect as a "100 course" *History 7*, or, as it would appear on the records, *History 107*. He would then arrange with the instructor to do the work, including reading and the writing of reports, ordinarily required in the course, would confer frequently with the instructor during its prosecution, and would take a final examination at the end of the term. A course so conducted would place on the student a much heavier burden than does the ordinary course; on the other hand, it should have the definite advantage of promoting collaboration between student and teacher, and independence in thought and in methods of work. The "100 courses" are officially described as follows:

Courses numbered 100, in advanced subjects ordinarily listed but not included in the scheduled offerings for the Summer Trimester, may, after consultation with the department concerned and by permission of the Dean, be elected by students needing such courses to complete their academic programs.

XI

Courses of Instruction

Aeronautics

ASSISTANT PROFESSOR JEPPESEN

1. *Meteorology and Air Navigation*. First term.
2. *Aerodynamics and Aviation Engines*. Second term.
Elementary ground school training for those interested in aviation.

To be offered in the Fall Trimester: *Aeronautics* 1; in the Spring Trimester: *Aeronautics* 2.

Art

ASSISTANT PROFESSOR BEAM

51. *Interpretation of Selected Works of Art*. First term.
Analysis of a number of trends and problems connected with portraiture, mural painting, domestic architecture, etc.

To be offered in the Fall Trimester: *Art* 1, and 7; in the Spring Trimester: *Art* 2, and 8.

Astronomy

2. *Navigation*. Second term.
The use of the sextant in aërial and marine navigation. Elementary observatory determinations of time, latitude, and longitude. Prerequisite: Trigonometry.

To be offered in the Fall Trimester: *Astronomy* 1; in the Spring Trimester: *Astronomy* 2.

Biology

PROFESSORS COPELAND AND GROSS

Zoölogy

51. *General Introduction to Zoölogy*. First term. PROFESSOR COPELAND.

Lectures designed to give a general introduction to zoölogy: the classification, distribution, morphology, physiology, ecol-

ogy, the evolution of animals. Laboratory study of representative types from the lower groups of animals to the vertebrates; exercises based on animal cytology, histology, embryology, and physiology; practice in the use of the microscope and in dissecting.

54. *Comparative Anatomy of the Vertebrates*. Second term. PROFESSOR GROSS.

The morphology of the vertebrates from a comparative standpoint, illustrating the evolution of animals from fishes to mammals; the classification of the chordates, theories of vertebrate structure, and the homologies of organs. Laboratory exercises in the dissection of the dogfish, *Necturus*, and the cat.

Prerequisite: *Zoölogy* 1-2 or 51.

To be offered in the Fall Trimester: *Zoölogy* 1, 5, 7, and *Biology* 9; in the Spring Trimester: *Zoölogy* 2, 6, 8, 12, and *Botany* 1.

Chemistry

ASSOCIATE PROFESSORS ROOT AND KAMERLING, AND DR. SMITH

1. *General Chemistry*. First term.
2. *Continuation of Course 1*. Second term. ASSOCIATE PROFESSOR KAMERLING.

A survey of chemical phenomena and chemical substances; a discussion of the fundamental laws and theories of chemistry; and a description of its more important applications in industry and everyday life. The laboratory work of the second term is in qualitative analysis.

3. *Chemical Principles, including Quantitative Analysis*. First term.
4. *Continuation of Course 3*. Second term. ASSOCIATE PROFESSOR ROOT.

A survey of those theories of chemistry which are essential to an understanding of chemical reactions. Among the topics considered are rates of reaction; equilibria; theories of solution; of oxidation and reduction; theory and practice of quantitative analysis.

Prerequisite for *Chemistry 3*: *Chemistry* 1-2; for *Chemistry 4*: *Chemistry 3*.

7. *Elementary Organic Chemistry*. First term.
8. *Continuation of Course 7*. Second term. DR. SMITH.

An introduction to the chemistry of the compounds of

carbon, laying a foundation for further work in organic chemistry and biochemistry.

Prerequisite: *Chemistry* 1-2.

To be offered in the Fall Trimester: *Chemistry* 1, 3, 5, 7, and 100; in the Spring Trimester: *Chemistry* 2, 4, 6, 8, and 100.

Comparative Literature

PRESIDENT SILLS

To be offered in the Fall Trimester: *Comparative Literature* 1; to be offered in the Spring Trimester: *Comparative Literature* 2.

Economics and Sociology

PROFESSOR CATLIN, ASSOCIATE PROFESSOR CUSHING, ASSISTANT PROFESSOR BROWN, AND MR. KORSON

Economics

1. *Principles of Economics*. First term. ASSOCIATE PROFESSOR CUSHING AND ASSISTANT PROFESSOR BROWN.
2. *Continuation of Course 1*. Second term. PROFESSOR CATLIN AND MR. KORSON.

A study of the fundamental laws of the subject, with some of their practical applications in business and politics.

3. *Money and Banking*. First term. ASSOCIATE PROFESSOR CUSHING.

The general principles of money and banking, and their application to current problems; Federal Reserve credit policy, control of the business cycle and the price level, the gold standard, managed money, etc.

Prerequisite: *Economics* 1-2.

11. *Principles of Accounting*. First term. ASSISTANT PROFESSOR BROWN.

Accounting analysis as an important working tool for the business executive and the public administrator. A brief survey of double-entry bookkeeping; the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, reserves, etc.

55. *Marketing*. Second term. PROFESSOR CATLIN.

A consideration, with emphasis placed on the consumer's viewpoint, of the problems and steps in marketing farm

products, raw materials, and manufactured goods: the produce markets, wholesaling, retailing, coöperative selling and buying, advertising.

Prerequisite: *Economics* 1-2.

100. See note on page 24.

Sociology

1. *Introduction to Sociology*. Second term. MR. KORSON.

A general introduction to the origin, development, and structure of society.

To be offered in the Fall Trimester: *Economics* 1, 4, 9, and 11, and *Sociology* 2; in the Spring Trimester: *Economics* 2, 6, 7, 10, and 12, and *Sociology* 2.

Education

The courses in Education will not be given during the present emergency.

English

PROFESSORS CHASE, BROWN, AND COFFIN, ASSOCIATE PROFESSOR HARTMAN, ASSISTANT PROFESSORS QUINBY AND THAYER, AND DR. RUSSELL.

Composition and Public Speaking

1. *English Composition*. First term. DR. RUSSELL.
2. *Continuation of Course 1*. First term. PROFESSOR BROWN, ASSOCIATE PROFESSOR HARTMAN, AND ASSISTANT PROFESSOR QUINBY.
2. *Continuation of Course 1*. Second term. PROFESSORS CHASE AND COFFIN, AND ASSISTANT PROFESSOR THAYER.

A study of diction and of the structure of the sentence and the paragraph, followed by a study of the theme as a whole, introductory to more extended practice in exposition, description, narration, and argumentation in advanced courses. Recitations, lectures, readings; written work with conferences; outside reading.

4. *Public Speaking*. First term. ASSISTANT PROFESSOR QUINBY.
4. *Public Speaking*. Second term. ASSISTANT PROFESSOR THAYER.

Informal lectures; drill in articulation, intonation, and gesture; short declamations, with criticism by students and instructor.

Literature

- 13A. *Shakespeare*. Second term. PROFESSOR CHASE.

Study of eight or ten of Shakespeare's principal plays (including *Hamlet*) from different periods.

26. *American Literature*. First term. PROFESSOR BROWN.

A broad survey of American literature since 1860 in the main lines of its development.

27. *Twentieth Century English and American Literature*. Second term. PROFESSOR COFFIN.

Some leading British and American authors such as Hardy, Housman, Masfield, Robinson, Frost, Sandburg, Lindsay, Benét, Cather, Wylie, and Thornton Wilder.

51. *Major English Poets*. First term. ASSOCIATE PROFESSOR HARTMAN.

An intensive and critical study of the important and representative works of Wordsworth and Browning (or Arnold).

100. See note on page 24.

To be offered in the Fall Trimester: *English* 1, 4, 5, 9, 13, 25, and 100; in the Spring Trimester: *English* 2, 4, 6, 10, 14, and 100.

French

PROFESSORS BROWN, LIVINGSTON, AND GILLIGAN,
ASSISTANT PROFESSOR LEITH

1. *Elementary French*. First term. PROFESSOR BROWN.

2. *Continuation of Course 1*. Second term. PROFESSOR LIVINGSTON.

Grammar, composition, and reading of simple texts.

3. *Intermediate French*. First term. PROFESSOR GILLIGAN.

4. *Continuation of Course 3*. Second term. ASSISTANT PROFESSOR LEITH.

Reading and composition; oral practice.

Prerequisite: Course 1-2, or its equivalent.

5. *Advanced French*. First term. PROFESSOR BROWN.

6. *Continuation of Course 5*. Second term. PROFESSOR LIVINGSTON.

French prose and poetry of the 19th and 20th centuries; composition two hours a week.

Prerequisite: Course 3-4.

100. See note on page 24.

To be offered in the Fall Trimester: *French* 1, 3, 5, 13, and 15; in the Spring Trimester: *French* 2, 4, 6, 14, and 16.

German

PROFESSOR HAM, ASSOCIATE PROFESSOR KOELLN, AND MR. RILEY

1. *Elementary German*. First term. PROFESSOR HAM AND MR. RILEY.
2. *Continuation of Course 1*. Second term. ASSOCIATE PROFESSOR KOELLN AND MR. RILEY.
Grammar, composition, and reading of simple texts.
3. *Advanced German*. First term. PROFESSOR HAM.
4. *Continuation of Course 3*. Second term. MR. RILEY.
Reading and composition; review of grammar.
51. *Selections from German Literature*. First term.
52. *Continuation of Course 51*. Second term. ASSOCIATE PROFESSOR KOELLN.
Subject matter to be arranged on consultation with the instructor.

To be offered in the Fall Trimester: *German 1, 3, 5, 17, and 51*; in the Spring Trimester: *German 2, 4, 6, 18, and 52*.

Government

PROFESSOR HORMELL, AND ASSOCIATE PROFESSORS DAGGETT
AND HELMREICH

1. *American Government*. First term. PROFESSOR HORMELL.
2. *Continuation of Course 1*. Second term. ASSOCIATE PROFESSOR DAGGETT.
A survey of national, state, and local government; a study of political institutions and current government problems.
11. *Comparative Government*. Second term. ASSOCIATE PROFESSOR HELMREICH.
A survey of the principal democratic governments of Europe, including those of Sweden, England, France, and Switzerland.
100. See note on page 24.

To be offered in the Fall Trimester: *Government 1, 3, 12, and 100*; in the Spring Trimester: *2, 4, 7, and 100*.



Greek

PROFESSORS MEANS AND SMITH

3. *Selections from Xenophon and Plato*. First term. PROFESSOR MEANS.

Reading of texts, accompanied by continuation of grammatical studies.

Prerequisite: Course 1-2, or its equivalent.

4. *Homer*. Second term. PROFESSOR MEANS.

Selections from the Homeric poems. Study of Homeric meter and dialect.

Prerequisite: Course 3, or its equivalent.

5. *Homer's Iliad*. First term. PROFESSOR MEANS.

6. *Continuation of Course 5*. Second term. PROFESSOR MEANS.

To be offered in the Fall Trimester: *Greek 1*, and 100; in the Spring Trimester: *Greek 2*, and 100.

History

PROFESSORS KIRKLAND AND SMITH, AND ASSOCIATE PROFESSORS
KENDRICK AND HELMREICH

11. *History of the United States from 1783 to 1860*. Second term. PROFESSOR KIRKLAND.

Political history, with emphasis upon the fundamental factors—class interests and sectional alignments—that underlie it; collateral study of economic and social development.

15. *Recent European History*. First term. ASSOCIATE PROFESSOR KENDRICK.

A survey of the causes of the first World War and of the peace settlement; the chief political and economic problems which affected the relations of the European powers in the post-war period.

100. See note on page 24.

To be offered in the Fall Trimester: *History 1*, 9, and 12; in the Spring Trimester: *History 2*, 10, and 11.

Hygiene

DR. JOHNSON

To be offered in the Fall Trimester.

Italian

PROFESSOR BROWN

To be offered in the Fall Trimester: *Italian* 1; in the Spring Trimester: *Italian* 2.

Latin

DEAN NIXON, AND PROFESSORS MEANS AND SMITH

- A. *Selections from Latin Authors*. First term. DEAN NIXON, AND PROFESSORS MEANS AND SMITH.
- B. *Continuation of Course A*. Second term. DEAN NIXON, AND PROFESSORS MEANS AND SMITH.

Latin A, B are required of all candidates for the degree of A.B. who have not received credit in Advanced Latin for admission, or who do not take *Greek* 1-2.

- 1. *Selections from Latin Prose*. First term. DEAN NIXON, AND PROFESSORS MEANS AND SMITH.
- 2. *Horace, Plautus, Terence*. Second term. DEAN NIXON, AND PROFESSORS MEANS AND SMITH.

To be offered in the Fall Trimester: *Latin* A, 1, 3, and 9; in the Spring Trimester: *Latin* B, 2, 4, and 10.

Mathematics

PROFESSORS HAMMOND AND HOLMES, ASSOCIATE PROFESSOR
KORGEN, ASSISTANT PROFESSOR P. M. BROWN,
MR. CHITTIM, AND MR. COBB

- A. *Trigonometry*. First term. PROFESSOR HOLMES, AND ASSISTANT PROFESSOR BROWN.
- 1. *Analytic Geometry and Calculus*. Second term. ASSOCIATE PROFESSOR KORGEN, AND MR. CHITTIM.

Courses A and 1 satisfy the requirements in mathematics for Freshmen who do not present trigonometry for admission.

- 1. *Analytic Geometry and Calculus*. First term. PROFESSOR HOLMES, AND MR. COBB.
- 2. *Continuation of Course 1*. Second term. ASSOCIATE PROFESSOR KORGEN, AND MR. CHITTIM.

Courses 1 and 2 satisfy the requirements in mathematics for Freshmen who present trigonometry for admission.

100. See note on page 24.

To be offered in the Fall Trimester: *Mathematics* A, 1, 3, 5, 11, and 100; in the Spring Trimester: *Mathematics* A, 1, 2, 4, 6, and 100.



Music

PROFESSOR TILLOTSON

To be offered in the Fall Trimester: *Music* 1, 3, 5, and 9; in the Spring Trimester: *Music* 2, 4, 6, and 10.

Philosophy

PROFESSOR MASON

1. *History of Ancient Philosophy*. First term.

An introduction to philosophy based on a study of the history of ancient philosophy and a survey of the field of philosophy, special attention being given to the thought of Plato and Aristotle.

To be offered in the Fall Trimester: *Philosophy* 2 and 6; in the Spring Trimester, *Philosophy* 1 and 4B.

Physical Education

MESSRS. MORRELL, MAGEE, MILLER, AND WALSH

Under the direction of the College Physician, each student receives a medical and physical examination. Students with defects in posture are assigned to a special corrective class.

All students are required to take five hours a week of supervised classwork.

Physics

ASSISTANT PROFESSOR JEPPESEN, DR. CHRISTIE, AND MR. TODD

1. *General Physics*. First term.
2. *Continuation of Course 1*. Second term. DR. CHRISTIE, AND MR. TODD.

An introduction to the whole field of general physics.

5. *Electricity and Magnetism*. First term.
6. *Continuation of Course 5*. Second term.

An exposition of fundamental principles, supplemented by problems and laboratory measurements.

Prerequisite: *Physics* 3, 4, and *Mathematics* 3, 4.

To be offered in the Fall Trimester: *Physics* 1, 3, and 13; in the Spring Trimester: *Physics* 2, 4, and 14.

Psychology

PROFESSOR BURNETT

1. *General Psychology*. First term.

2. *Continuation of Course 1*. Second term.

The facts and laws of conscious behavior, treated from the point of view of natural science.

4. *Social Psychology*. Second term.

A study of the effect of social conditions on conscious behavior.

Prerequisite: Course 1-2.

To be offered in the Fall Trimester: *Psychology* 1, and 3; in the Spring Trimester: *Psychology* 2, and 4.

Religion

DR. RUSSELL

To be offered in the Fall Trimester: *Religion* 1; in the Spring Trimester: *Religion* 2.

Russian

PROFESSOR HAM

1. *Elementary Russian*. First term.

2. *Continuation of Course 1*. Second term.

Grammar, composition, and reading.

To be offered in the Fall Trimester: *Russian* 1; in the Spring Trimester: *Russian* 2.

Spanish

PROFESSOR GILLIGAN AND ASSISTANT PROFESSOR LEITH

1. *Elementary Spanish*. First term. PROFESSOR GILLIGAN.

2. *Continuation of Course 1*. Second term. ASSISTANT PROFESSOR LEITH.

Grammar, composition, and reading.

To be offered in the Fall Trimester; *Spanish* 1, and 3; in the Spring Trimester: *Spanish* 2, and 4.

Athletics

ONE immediate result of the outbreak of the war was the emphasis given to physical fitness as an important objective of Bowdoin's war-time program. "Athletics as usual" were neither desired by the undergraduates nor advocated by the Director of Athletics and his staff.

PHYSICAL FITNESS: Shortly after December 7, 1941, a comprehensive and intensive program was planned by the Department of Physical Education after consultation with officers of the various branches of the Armed Forces. Participation in this work was required of all students for one hour each day five times a week. The program seeks to develop physical stamina and body control by embodying the latest procedures used in the army camps and naval training stations.

The work avoids excesses of routine calisthenics by varying the activities from day to day; moreover, the Department believes its objectives of endurance, strength, and body control can best be realized if the program is integrated with recreational and combative sports. The stern demands of modern war have motivated the entire athletic program which this summer will include swimming, combative sports, gymnastics, intra-mural, and perhaps some intercollegiate competition.

SWIMMING: The splendidly equipped Curtis Pool will continue to be used for training in military swimming, a vital part of the physical fitness program. This instruction follows rigidly the recommendations of the Army and Navy which place emphasis upon the techniques of underwater swimming, the ability to remain afloat for an indefinite period, to swim fully clothed, and to swim a considerable distance.

Students this summer may also swim to their hearts' content in the bracing salt water of the Atlantic Ocean. The College has again leased for the exclusive use of the undergraduates and their guests a strip of the coast at Simpson's Point within easy cycling or walking distance of the campus. This unsupervised and informal recreational opportunity contrasts with the carefully directed program offered in the Curtis Pool. Together they symbolize the two phases of Bowdoin athletic activity: the purely recreational, and the compulsory, physical-fitness program.

INTRA-MURAL ATHLETICS: The spacious playing fields of the College will be used this summer for a recreational program of intra-

mural sports. Competition between dormitory, fraternity, class, and service groups will be scheduled in baseball, tennis, soccer, swimming, and golf. The Pickard Field House, which is admirably equipped with locker and shower-bath facilities as well as a comfortable lounge, will serve as a center for activities on Pickard Field. The resurgence of enthusiasm for intra-mural sports which characterized the Summer Session in 1942 will very likely be continued this year.

INTERCOLLEGIATE ATHLETICS: Although interest in intercollegiate athletics at Bowdoin remains a wholesome element in the life of the College, the increasing demands of the accelerated program will leave little time for elaborate schedules. The Department of Athletics hopes that competition among the four Maine colleges in tennis, baseball, and golf can be arranged from time to time during the summer.

High School Graduates, the Summer Session, and the War

HIGH school graduates from the Atlantic to the Pacific are asking pertinent questions: "Is it sensible to enter college for a course of study which will be interrupted by induction into the Army or Navy?" "Would it not be wiser to take a position in industry or on a farm until the time of entrance into the service?"

To these searching questions, the Bowdoin Faculty Committee on the Armed Forces offers its carefully considered opinion based upon a good deal of experience with student wartime problems and an intimate knowledge of the demands of the various branches of the service.

The Committee believes that the completion of the work of the Summer Session will be of real importance, and in many instances, a decisive factor in determining the military, and thus indirectly, the general future of many young men. The "practical value" of a higher education has never been so fully acknowledged, tacitly and formally, as it has been in this present emergency. Educational qualifications have been imposed and are now in force for officer eligibility in the Navy, the Marine Corps, and the Air Forces. Where specific requirements of this kind do not exist, various tests are administered which depend upon training which may be best obtained at college.

When a young man enters the service of his country, he will naturally desire to seek: (1) a classification which will enable him to enter the branch of service he prefers, and (2) advancement in the service of his choice. Realization of these goals will be determined by educational qualifications and tests together with qualities of effective leadership and physical fitness. Even a cursory reading of the pages of this bulletin will reveal that the College has mobilized its full resources to prepare students to meet these high standards of leadership and stamina.

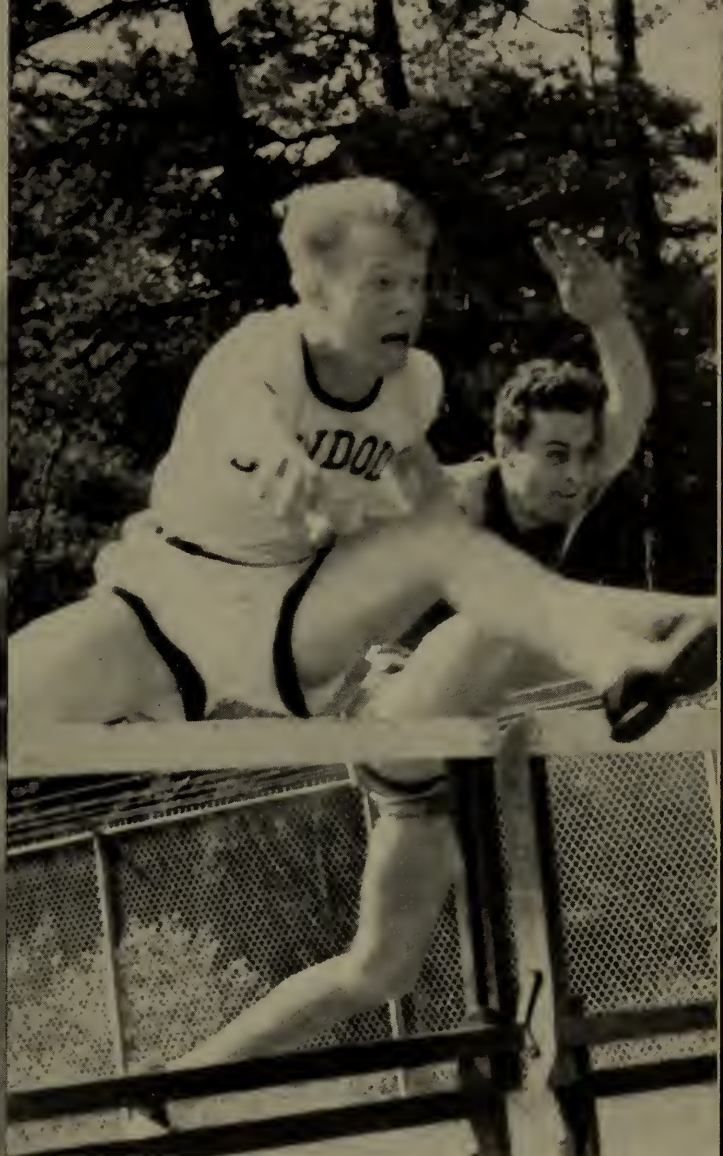
For students who are preparing for the special fields of medicine, chemistry, and engineering, early entrance into college is especially desirable. If they enter the service before beginning their preparation for these professions, the mere fact that they desire specialized service is unlikely to receive much consideration. On the other

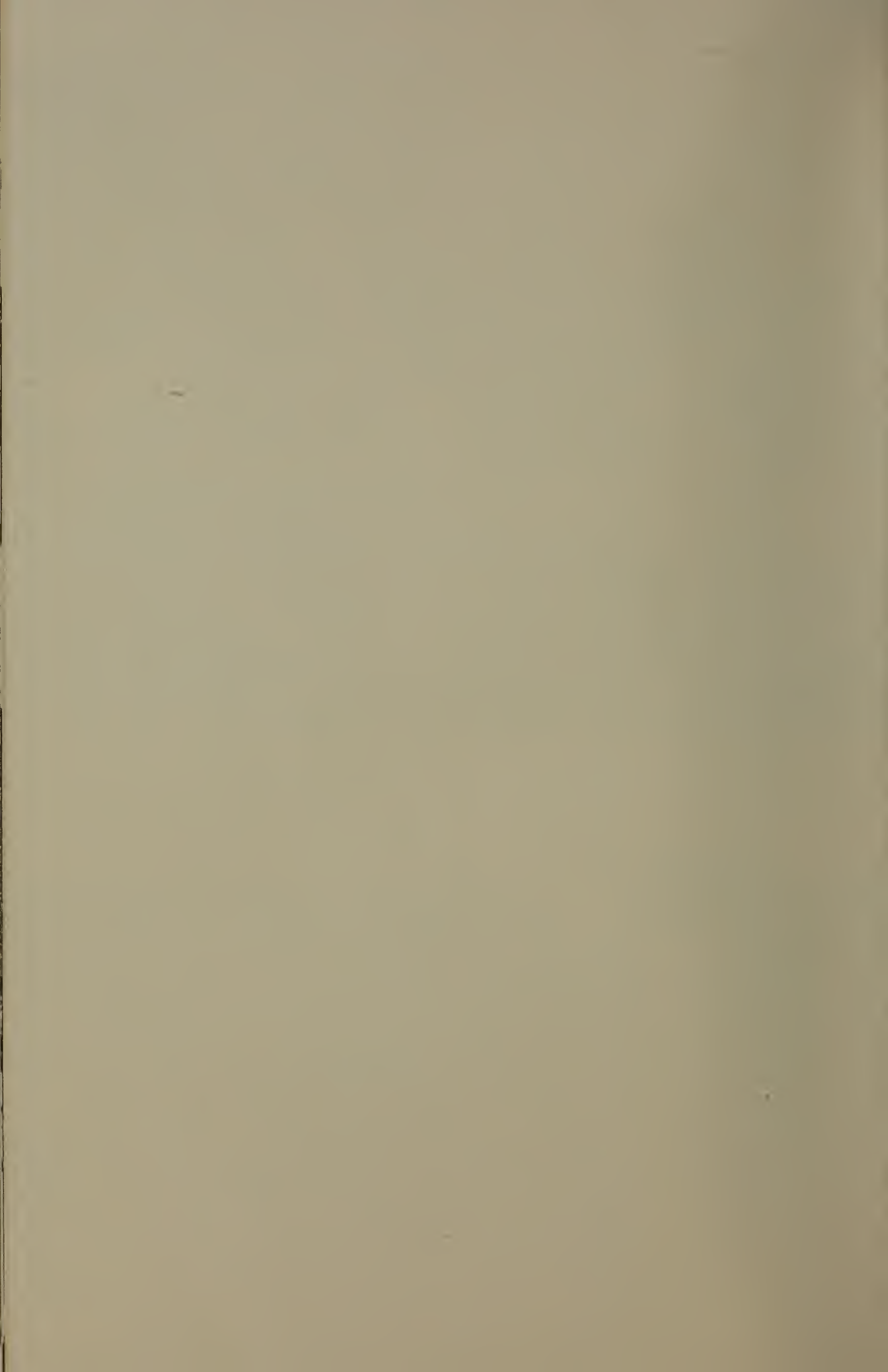
hand, if they have made some progress in pre-medical training, for example, there is a favorable chance that these students may be enabled to join the Army or Navy pre-medical or medical units for which programs have been formulated.

College training will continue to be an important factor in the Army and Navy qualifying examinations (comparable to the V-12 and A-12 tests offered on April 2, 1943) which will be given again toward the end of 1943. These examinations will be the basis for admission to the Navy, Marine, and Coast Guard officer training programs, and will also serve to determine eligibility for advanced and specialized training in the Army. There can be no doubt that the chances of success in these examinations will be directly aided by college training.

Men chosen for the Navy V-12 program on the basis of their record in the tests of April 2, 1943, will be sent to college by the Navy in two groups: (1) the first group will begin training about July 1, 1943, and (2) the second group will start in the autumn. Those V-12 candidates who are selected to begin their training in the autumn will have an opportunity to complete additional college work by attending the Summer Session. Since the Navy V-12 program prescribes only a limited number of courses and allows substitutions where these courses have already been taken, men may anticipate some of these requirements at the Summer Session. Such procedure would enable men to elect additional courses of their own choice as a part of their work in the Navy program.

Early entrance into college not only promises to benefit the student, but it is also in the best interests of the country which needs trained men as soon as possible. A student might contribute to the war effort by taking a temporary position in industry or on a farm, but his service would be brief; moreover, he could not hope to acquire a real skill before his call to the service. He might far more profitably proceed as far as possible and as rapidly as possible with his basic preparation for service to his country on the advanced level where the national need is greatest.





Scholarships and Student Aid

PREMATRICULATION SCHOLARSHIPS: Bowdoin College offers many scholarships for incoming Freshmen. The *State of Maine Scholarships*, four competitive awards of five hundred dollars each, are offered annually to encourage students in the secondary schools of Maine to seek a college education. The *Bowdoin Scholarships*, five awards of four hundred and twenty-five dollars each, are offered to candidates for admission who reside outside the State of Maine. A number of *Alumni Fund Scholarships* with a basic stipend of three hundred dollars are also available. One-half of the stipend for any one of the above scholarships will ordinarily be paid at the beginning of each of the recipient's first two trimesters. Candidates for admission who expect to remain only for the Summer Trimester should apply for scholarship aid if they are unable to meet the necessary expenses without assistance. Application should be made to Professor Edward S. Hammond, Director of Admissions, Bowdoin College, Brunswick, Maine.

GENERAL SCHOLARSHIPS: Awards are made at the beginning of each trimester, including the Summer Session. Scholarships are *not* student honors, and should be sought only by students of good rank who cannot, unless so aided, meet the expenses of the college year.

Scholarships, which are awarded upon the basis of financial need and scholastic attainment, vary in amount from seventy-five to five hundred dollars. The average award for two trimesters is approximately one hundred and seventy-five dollars. The Faculty Committee on Student Aid has formulated the following bases for awards: (1) Financial need determined by letters and interviews (2) the attainment of a rank equal to the minimum requirements for graduation, i.e., the applicant must have received a grade of "C" or better in at least half of his courses during the previous trimester.

STUDENT EMPLOYMENT: Sufficient spare-time work to fill the needs of all undergraduates will be available during the Summer Trimester. This work will consist of dining-room and maintenance duties at the Moulton Union and in the fraternity houses. Additional opportunities for employment in the Library, the Gymnasium, the Art Museum, and the Laboratories will also occur. There is also an increasingly urgent demand for students to assist in many local stores, shops, and private homes. Application should be made to Mr. Donovan D. Lancaster, Director of Student Aid, Moulton Union, Bowdoin College, Brunswick, Maine.

General Information

OFFICES AND OFFICE HOURS: The offices of the President, the Dean, the Director of Admissions, the Bursar, the Alumni Secretary, and the Superintendent of Grounds and Buildings are in Massachusetts Hall, the oldest Bowdoin building.

The President will usually be in his office from 10:00 to 11:00 o'clock every week-day except Saturday. The offices of the Dean and the Director of Admissions are open from 8:30 to 12:00, and from 1:30 to 5:00 every week-day except Saturday; 8:30 to 12:00 on Saturday. The office of the Bursar is open from 8:30 to 12:00, and from 1:30 to 4:30 every week-day except Saturday; 8:30 to 12:00 on Saturday. The office of the Alumni Secretary is open from 8:30 to 12:00, and from 1:30 to 5:00 every week-day except Saturday; 8:30 to 12:00 on Saturday.

COLLEGE BILLS AND FEES: The fees for the Summer Trimester are as follows: Tuition, \$150.00; Blanket Tax, \$10.00; Room Rent, \$5.00 a week; Locker Rent, \$1.00-\$1.50. The Laboratory Fees and charges for breakage are described in the regular edition of the college catalogue. At the opening of the Summer Trimester, a bill will be presented for Tuition, Blanket Tax, and Room Rent. One-half of the amount of this bill must be paid before the student will be allowed to register for courses or to attend classes. The balance must be paid on or before the opening of the second term of the Summer Trimester.

COLLEGE ROOMS: Applications should be made to the Assistant to the Bursar. An applicant may indicate with whom he wishes to share a room, and the College will attempt to honor this preference whenever possible. The suites consist of a study and a bed room which are provided with essential furniture. Students should furnish bed linen, blankets, pillows, pillow slips, and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms.

AIR RAID PRECAUTIONS: The college campus is organized as a zone unit within the defense system of the Town of Brunswick. It is under the supervision of the campus zone warden who will receive all signals and other communications from the local report center. The campus zone warden's headquarters are in Massachusetts Hall. During an air raid or a test, students who are not assigned to special tasks will conduct themselves as any other civil-

ians; the safest places in the dormitories are the corridors of the first and second floors.

THE DIM-OUT: The Town of Brunswick is within an area which is dimmed-out from one half hour after sunset until one half hour before sunrise for the duration of the war. The basic regulations which apply to all college buildings require that "all windows, doors, or similar openings which have any light behind them shall be screened for not less than three-quarters of their length and no light shall be visible from outside above a horizontal plane through the source of the light." When windows are not open, the shades should be pulled all the way down. Bedrooms in which there may be indirect or reflected light must also be properly screened. Each individual is at all times responsible for the strict observance of these dim-out regulations in his own room. The campus is inspected every evening, and violations will be reported to the campus zone warden.

